Review	3 years
SLT member	M Gough
Date	May 2025
Review Date	May 2028

RSE Policy

This relationships and sex education policy covers Litcham School's approach to teaching relationships and sex education (RSE). It was produced to ensure Litcham School is offering a balanced RSE curriculum that meets the statutory guidance on relationships education produced by the DfE.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or the introduction of new legislation and guidance.

Parents will be informed about the policy when their children begin at Litcham, it is referenced in the school prospectus and there is a link from the school website. If a hard copy of the document is required, the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future, particularly in this fast changing digital climate.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Some elements of the RSE curriculum are a statutory requirement to be taught for the school to meet 2019 Department for Education RSE Guidance and The Equalities Act 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.

Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.

Teaching non-biased, accurate and factual information that is positively inclusive.

Developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships using appropriate terminology.

Promoting critical awareness of differing attitudes and views presented through society, the media and peers, to enable the nurturing of personal values based on respect.

Enabling pupils to feel comfortable and secure.

Responding to current issues and ensuring resources are applicable to the context that our pupils are growing up in.

Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Our intended RSE curriculum is detailed in a Scheme of Work but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent and carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

The RSE programme will be led by experienced and appropriately trained members of staff across both phases and taught by teachers across all Key Stages and supported by school nurses, visitors and outside agencies as required. All staff involved in the delivery of RSE have received relevant training, ensuring pupils are taught with consistent approaches to RSE throughout their time at Litcham School. In the Secondary phase elements of the RSE curriculum will be taught using the Wellio Scheme to ensure consistency of delivery and resources across tutor groups.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by pupils. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Litcham School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

Pupils will be provided with opportunities to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket' or similar techniques. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate.

Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Questions asked at any time or context within school by children relating to any area of RSE will be answered by staff in an age appropriate and sensitive manner as and when they arise.

Teachers will also work closely with the schools' pastoral system to advise on topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed. This will ensure that pupils are making sufficient progress and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

Parental Right to Withdraw from Religious Education

Under UK law, all pupils in state-funded schools are entitled to receive Religious Education (RE) as part of a broad and balanced curriculum. However, **parents and carers have the legal right to withdraw their child from all or part of RE lessons and/or collective worship**.

This right is outlined in the **Education Reform Act 1988** and applies to all maintained schools, academies, and free schools. Parents do **not need to provide a reason** for their request, although schools may offer to discuss the curriculum and aims of RE to avoid any misunderstandings.

If you wish to withdraw your child from RE or collective worship:

- Please submit your request **in writing to the Head of School**.
- Indicate whether the withdrawal is **partial or full**.
- The school will continue to **supervise your child during RE sessions**, but is **not required to provide alternative teaching or incur extra costs**.

Please note:

- This right applies **only to RE and collective worship**. Parents cannot withdraw children from other subjects that may include references to religion (e.g., History, Art, or English).
- Pupils in sixth form may choose to withdraw themselves from collective worship.

For further guidance or to discuss your child's participation in RE, please contact the school office.

This policy complements the following policies:

Anti-bullying.
E-Safety.
Safeguarding.
Teaching and Learning.

Letter to Parent/Guardian

Dear Parent/Carer

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should concern pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, you can request a parent code to access the resources taught in PSHE lessons, familiarise yourself with the RSE policy (which can be found on the school website) and read the 'Top tips for talking to your child'.

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

Stuart Wilson
Head of School